DOCUMENT RESUME

ED 133 694 CS 003 134

AUTHOR Lee, Wayne D.
TITLE Affective Aspects in Teacher Education.
PUB DATE 76
NOTE 13p.; Paper presented at the Annual Meeting of the International Reading Association Southwestern Regional Conference (6th, Oklahoma City, Oklahoma, February 26-28, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Affective Behavior; Elementary Secondary Education; Higher Education; *Methods Courses; *Practicums; Program Evaluation; *Reading Instruction; *Student Attitudes; Student Teaching; Teacher Education

ABSTRACT

The value of a practicum as part of a reading methods course is explored through a questionnaire soliciting reactions of pupils and of student teachers. The statements gathered are interpreted as indicating that the experience has a positive effect on the attitudes of all participants. Classroom teachers are urged to allow their pupils to participate in similar programs. (AA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133694

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AFFECTIVE ASPECTS IN TEACHER EDUCATION

Wayne D. Lee, Chairman

Department of Education

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Wayne D. Lee
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

ORAL ROBERTS UNIVERSITY

Tulsa, Oklahoma

CS 003 134

Some years ago at a Washington Organization for Reading Development State Meeting I was privileged to hear Dr. William Kottmeyer speak. You that heard him last year at the Oklahoma Reading Council Meeting in Stillwater know what a knowledgeable person he is in the field of reading. One statement he made caused me to bristle. He said, "No one ever learned to teach reading in a college classroom." As I further analyzed his remark, I began to see his wisdom. Since that time I have planned my methods classes with a different approach.

My classes have evolved to a place where I require each student to be responsible each week for instructing one or more students in a reading and/or language arts class setting. My requirements have to remain flexible enough to keep the classroom priorities first. I have had excellent cooperation for those principals and teachers with whom I have worked. Most teachers remember how difficult it was to learn how to teach reading to students whether it be small or large groups.

Although I had a practicum that seemed to function fairly well, I was never sure how effective it was. Did my students learn how to teach word recognition skills? How about comprehension skills? Were they able to relate in a face-to-face situation with the student? Other questions crossed my mind.

More importantly, how did the student in the classroom respond to the instruction? Did he feel threatened by the extra attention given to reading? Did he want to read more? Did he show an increased interest in learning to read? What kind of behavior did he show? It seemed that behavior might give a better index

to desire to read than his verbal expressions.

With this background of unanswered questions it seemed desirable to try to ascertain just what was happening out in the classroom where my reading methods students were working.

I formulated some questions to ask of my reading methods students in an effort to determine how effective the practicum design was. First let me elaborate on the design of the reading methods class. The class meets together once per week for 100 minutes. Each student designs a practicum time of 2 hours. It is intended that no less than 1 hour be spent in a school working with at least two students. I ask that each methods student observe the classroom teacher in a reading class as often as he/she feels is desirable. Each student is asked to administer the Gates-McGinitie Reading Tests to two students and report the data to me.

At the conclusion of each practicum session I require a written report of the activities. Specifically I ask for:

(1) observed problems related to reading. Here I want each methods student to become sensitive to how the elementary student reacts to job requirement in the reading lesson. He should look for problems encountered and successes each elementary studnet has. He should look for mechanical problems that may be observed. Informal testing may show him many other problems related to reading.

(2) recommended reading activities. This is developmental or for correction. Here I want my studnet to do more than diagnose. It seems to me that we waste a pupil's time if we do nothing but diagnose. I believe also that the problems recognized above sets purpose to their study; and

(3) reading activities today: I believe this activity ties today's work to the session from the last week where the college student recommended activities for correction.

Now back to my questions:

1. What were the positive things said by students about reading?
2. What were the negative things said by students about reading?
3. What were the positive things felt about the practicum experiences?
4. What were the negative things felt about the practicum experiences?
5. Finally, I said, "Given the assignment of providing a practicum experience for a college class, how would you organize it for maximum affective growth?

As a check on myself, I researched Krathwohl, Bloom, and Masai in Taxonomy of Educational Objectives: Handbook II, Affective Outcomes to determine my own understanding of the affective domain. These authors recognized and articulated descriptions of 5 magor categories. These are: and I quote,

(1) Receiving: awareness, willingness to pay attention, listens;
(2) Responding: reacts overtly to an experience; participates; volunteers action; achieves satisfaction from participation;
(3) Valuing: attaches worth to various phenomena; accepts values; shows preference for certain values; becomes committed;
(4) Organization: organizes personal values into a system; determines relationships among values; establishes priorities; and
(5) Characterization by a value or value complex: develops a characteristic life style; acts consistently in accordance with the values, believes, or ideals that comprise his philosophy.

While there is much in these descriptions, I would not want you to accept it as the total aspect of the affective domain. I do believe it gives us a place to start determining if certain aspects of the practicum do, in fact provide affective learning.

I. Let me now return to the research elicited by the questions asked of my students. What were the positive things said by students about reading? At the risk of being too simplistic I will quote actual words spoken by students.

* 1. "That book's good, I never knew reading books was like that."
* 2. "Said he enjoyed reading"
* 3. "Liked to read books at home"
* 4. "Reading was fun"
5. "Can we read this story?"
6. "This is my favorite story."
7. "I like to read."
8. "I enjoy reading a good book."
* 9. "Reading about football is fun."
10. "Reads at home to mother."
* 11. "Likes to read adventure-type stories, loved to read through atlases and encyclopedias."
* 12. "Likes reading games."
* 13. "Liked to work with a different teacher part of the time."
14. Asked eagerly, "what are we going to do today?"
* 15. "I like to read about sports."
* 16. "I like our weekly readers."
* 17. "I wish I could read more aobut UFO's and Science Fiction."
* 18. "I like to read stories about animals."

II. Positive Actions Noted, Let me emphasize the specific positive words used by the practicum student

* 1. Always happy and smiling, got excited when he came to special reading class.
2. Interested in new vocabulary.

2. Interested in new word meanings.
3. Excited over reading games.
4. Liked puppets, finger puppets, games.
5. Enjoyed making a reading corner.
6. Waited anxiously for practicum students to arrive.
7. Enjoyed variety of experiences presented by practicum students.
8. Wanted to read aloud after being read to.
9. Eager to read different books brought by student.
10. Smiled when reading practicum student arrived.
11. Enjoyed the stories, different activities, expressing herself by being able to talk.
12. Able to relate stories to her own experiences.
13. Would start reading one of his own stories during break.
14. Made suggestions for other activities.
15. Liked activities in which she had success.
16. Wanted to know when I would be back.
17. Enjoyed getting out of regular class to read.
18. Liked to read aloud when other studnets were not listening.
19. Looked forward to my coming each week.
20. Enjoyed reading books that were funny.
21. Anxious to do her best.
22. Felt sense of accomplishment when he could finish reading a book.
23. Especially cooperative and attentive.

III. PRACTICUM STUDENTS POSITIVE REACTIONS

Perhaps this is the most important part in teacher education. Reading in the classroom, of course, if for the student, but since the college student ("cannot" ne Kottmeyer) learn to teach reading in the college classroom, he must be affected by his experiences in the school classroom. It has been my hope that this experience will have a positive effect on him. The results of the questionaire follow:

1. Showed me problems I will face.
2. Sessions were fun.
3. I felt pleasure when a student grasped a new concept.
4. Enjoyed students enthusiasm.
5. Enjoyed challenge of finding ways to help student.
6. Enjoyed working with student as opposed to regular college classwork.
7. Was able to recognize reading problems which had been discussed in class.
8. Gave me a real reason for searching for material and narrowed the area of search.
9. Gave me a desire to respond to real responsibility.
10. I felt like I really accomplished something.
11. Gave me confidence.
12. Loved working with individual studnets.
13. Gave me practical experience.
14. Learned to handle problems before I face a whole class situation.
15. Learned more of the frustrations we will face.
16. Learned to put lesson plans into practice in a real

situation.

17. Taught me that teaching of reading is more than a theoretical course.
18. I would like more experiences and practicums of this type.
19. Many good contacts with experienced teachers.
20. ~~Felt more like a professional.~~
21. I could relate so much of my work in class to an actual experience.
22. I feel I helped the boy.
23. Liked just being out in the school.
24. Learned a lot about one-to-one relating.
25. Gained insight into students's frustrations.
26. Good opportunity to observe reading taught in a group situation.
27. Helped me gain confidence.
28. Felt wanted and needed.
29. Opportunity to work in real life situation.
30. I profited by having to "dig" in and find answers on my own.
31. Had a feeling of accomplishment to see signs of progress.
32. Felt good to be well received by student and teacher.
33. Practicum really helps our lectures and textbooks become more meaningful.
34. I felt it makes the unsuccessful child feel important because someone cares enough to help.
35. Gives the child a feeling of success when working with his tutor.
36. Attention the child received greatly influenced the child's skills in reading in a positive way.

37. Good teacher cooperation with the tutor.

38. Opportunity to see various problems and solutions which will be encountered in the classroom.

39. Learned to love the student.

40. Good exchange of ideas of other practicum students in car pool.

41. I feel like a professional now.

42. Got a job as a paid tutor as a result of this experience.

43. Weekly report very helpful.

IV. ORGANIZING THE PRACTICUM FOR MAXIMUM AFFECTIVE GROWTH

Since this concept has gone through several changes as I have tried to maximize its effectives, I asked for input from students who had already completed the practicum part of the course. The response are as follows:

1. Have one hour lecture and two hours of practicum.
2. Require that we write a lesson plan for each day of practicum.
3. Give experiences in teaching the class or a group ~~for~~ of children (Demonstration).
4. Have classroom teacher prepare a guidance outline concerning the need of the child being taught.
5. Plan a conference between student and classroom teacher.
6. Define exact goals of practicum student.
7. Classroom teacher should assist practicum student by briefing on strengths and weaknesses of children with whom we work.
8. Practicum students should spend more time with children.
9. Plan that practicum student be able to watch a remedial

teacher as part of the requirement.

10. Have practicum two days/week.
11. Use the first week to get acquainted with your pupils.
12. Practicum student should be able to choose the type material to be used.
13. Put more of the class time in the elementary classroom.
14. Plan to speak individually with practicum students about any reading problems encountered.
15. Plan one period/week to discuss practicum experiences.
16. Plan more sessions on how to diagnose and correct reading problems.
17. State a problem and then give activities for correction.
18. Have the practicum students actually prepare activities for the class to do.
19. Give extra credit if we want to spend more time each week in the school.
20. Plan a time for feed-back at which time the practicum student would meet with classroom teacher.
21. Plan more observation of classroom teacher.
22. Student should work with at least two pupils.
23. Need to have experience teaching reading at a variety of levels.
24. Secure full-fledged cooperation of classroom teacher.
25. Provide more "background" before sending to classroom.
26. Have theory first semester and practicum second semester.
27. "I believe the experience would be more valuable in a public school than in a private school."
28. It would be more valuable to work with 3 or 4 children.

Conclusions:

I believe that a practicum built into and as a part of a reading methods course can be an effective addition to training of teachers. I believe that it has an affective input on their attitude toward the task of teaching reading. I believe that ~~I~~ has a very positive effect on those students who work with the practicum students.

Classroom teachers who offer some of their students for this special tutoring can develop added insights into the reading problems students encounter. If you will take the time to develop a profile in several areas or a check list of the various skills, you challenge yourself to grow in an understanding of the problems of the student. Also, the practicum student has a beginning understanding of the needs and can plan lessons which should assist the student in growth of skills and understandings. Beyond that, there is the opportunity to have that added teacher in the classroom giving that individual attention you always wanted to give but never had time.

You become a co-worker in the task of upgrading the expertise of the beginning teacher. I read somewhere ~~some time ago~~ that reading teachers should work with the idea of working themselves out of a job, i.e., when the student learns to read, they are no longer needed. We all know this will be impossible but it is a good goal to set.

This advice may not be applicable to all present here today. If you live near a college or university, talk with the reading methods teachers to determine if you can assist the methods

students in acquiring the skill of teaching reading. Both you and your students will profit from the efforts given in behalf of the students.

Remember, it was the positive statements made by the elementary pupils that indicated that a design of this nature was worthwhile. After all is said and done, each of us is in the profession of education for those children in the classroom. If we ever lose sight of this then we have ~~left~~ lost our purpose for being teachers.